

English, Grade 12 College ENG4C	
Lesson 1: Conveying a Message about Money, Wealth or Poverty	
<p><b>Connections to Financial Literacy</b>  <i>Financial literacy knowledge and skills addressed and assessed in this lesson:</i></p> <ul style="list-style-type: none"> <li>• understanding needs and wants;</li> <li>• social, ethical and environmental implications of financial decisions;</li> <li>• active citizenship;</li> <li>• understanding the economy</li> </ul> <p>Students will identify the most important ideas in a text(s), and will make inferences related to the topic of financial literacy and how issues such as social class and gender affect financial decision-making.</p> <p>Students will have an opportunity to make connections between the social issues in the text and other texts, such as related short stories and news articles while considering the vast array of decisions about text form and style which authors have to make as they try to convey their message effectively.</p>	<p><b>Text Forms Explored in Lesson</b></p> <p>Narrative &amp; expository texts – variety of forms</p> <p><b>Text Forms Created in Lesson</b></p> <p>Text response</p>
Curriculum Expectations	
ORAL COMMUNICATION	
<p><b>Overall Expectations:</b>  By the end of this course, students will:</p>	
<p><b>1. Listening to Understand:</b> listen in order to understand and respond appropriately in a variety of situations for a variety of purposes</p>	<p><b>Specific Expectations:</b></p> <p><b>Purpose</b>  <b>1.1</b> identify the purpose of a range of listening tasks and set goals for specific tasks</p> <p><b>Using Active Listening Strategies</b>  <b>1.2</b> select and use the most appropriate active listening strategies when participating in a range of situations</p> <p><b>Using Listening Comprehension Strategies</b>  <b>1.3</b> select and use the most appropriate listening comprehension strategies before, during, and after listening to understand oral texts, including increasingly complex or difficult texts.</p>

## READING AND LITERATURE STUDIES

### Overall Expectations:

By the end of this course, students will:

### Specific Expectations:

**1. Reading for Meaning:** read and demonstrate an understanding of a variety of informational, literary, and graphic texts, using a range of strategies to construct meaning

#### Variety of Texts

**1.1** read a variety of short, contemporary student and teacher-selected texts from diverse cultures, identifying specific purposes for reading

#### Using Reading Comprehension Strategies

**1.2** select and use the most appropriate reading comprehension strategies to understand texts, including increasingly complex or difficult texts

#### Demonstrating Understanding of Content

**1.3** identify the most important ideas and supporting details in texts, including increasingly complex or difficult texts

#### Making Inferences

**1.4** make and explain inferences about texts, including increasingly complex or difficult texts, supporting their explanations with well chosen stated and implied ideas from the texts

#### Extending Understanding of Texts

**1.5** extend understanding of texts, including increasingly complex or difficult texts, by making appropriate and increasingly rich connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them

#### Analysing Texts

**1.6** analyse texts in terms of the information, ideas, issues, and themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements

#### Evaluating Texts

**1.7** evaluate the effectiveness of texts, including increasingly complex or difficult texts, using evidence from the text effectively to support their opinions

#### Critical Literacy

**1.8** identify and analyse the perspectives and/or biases evident in texts, including increasingly complex or difficult texts, commenting with growing understanding on any questions they may raise about beliefs, values, identity, and power

**2. Understanding Form and Style:** recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning

#### Text Forms

**2.1** identify a variety of characteristics of informational, literary, and graphic text forms and explain how they help communicate meaning

#### Text Features

**2.2** identify a variety of text features and explain how they help communicate meaning

#### Elements of Style

**2.3** identify a variety of elements of style in texts, including increasingly complex or difficult texts, and explain how they help communicate meaning and enhance the effectiveness of the texts

## WRITING

### Overall Expectations:

By the end of this course, students will:

**1. Developing and Organizing Content:**  
generate, gather, and organize ideas and information to write for an intended purpose and audience

### Specific Expectations:

#### Identifying Topic, Purpose, and Audience

**1.1** identify the topic, purpose, and audience for a variety of writing tasks

#### Generating and Developing Ideas

**1.2** generate, expand, explore, and focus ideas for potential writing tasks, using a variety of strategies and print, electronic, and other resources, as appropriate

#### Research

**1.3** locate and select information to effectively support ideas for writing, using a variety of strategies and print, electronic, and other resources, as appropriate

#### Organizing Ideas

**1.4** identify, sort, and order main ideas and supporting details for writing tasks, using a variety of strategies and selecting the organizational pattern best suited to the content and the purpose for writing

#### Reviewing Content

**1.5** determine whether the ideas and information gathered are accurate and complete, interesting, and effectively meet the requirements of the writing task

## Learning Goals

**By the end of this lesson, students will know, understand and/or be able to:**

- connect information already learned or experienced and relate this to new information in a text in order to deepen understanding of text.
- determine important information in order to understand the purpose of the text and distinguish between interesting[ / non-essential] and essential information.
- reach a conclusion using reasoning and evidence from a text, based on what the author states and implies in the text and what the student brings to the text from his or her prior knowledge and experience.
- deconstruct or break down the components of a text to determine how the parts are related to one another and how they contribute to the overall meaning and their understanding of the text.

- bring together and sort through an accumulation of information and ideas about a text to arrive at an understanding of it. The understandings that emerge are new.

## Instructional Components and Context

Readiness & Instructional Strategies	Terminology	Materials
<p><b>Readiness</b></p> <p>Student should:</p> <ul style="list-style-type: none"> <li>be able to set a purpose for independent reading and viewing of text</li> <li>have strategies in place for persisting with reading and viewing if they find text difficult (e.g. posing questions, using text features, making connections, making predictions, visualizing)</li> <li>Have strategies in place for collaborative sharing of ideas in small groups (e.g. attentive listening, rephrasing or summarizing peer's points, use of group facilitation roles, etc.)</li> </ul> <p>Students should be familiar with the following concepts:</p> <ul style="list-style-type: none"> <li>Text form</li> <li>Text features</li> <li>Author's purpose</li> <li>Author's message/ thesis</li> <li>Perspective</li> <li>Text structure</li> </ul>	<p><b>Related to the Curriculum</b></p> <ul style="list-style-type: none"> <li>Stylistic devices such as: <ul style="list-style-type: none"> <li>Imagery</li> <li>Setting</li> <li>Dialogue</li> <li>Illustrations (e.g. photo)</li> <li>Repetition</li> </ul> </li> <li>Evidence/ support</li> </ul> <p><b>Related to Financial Literacy</b></p> <ul style="list-style-type: none"> <li>Affluence, wealth and poverty</li> <li>Debt</li> <li>Wants and Needs</li> <li>Value</li> <li>Budget</li> <li>Income</li> <li>Work</li> </ul>	<p><b>Minds On</b></p> <p>Handout 1-1: Minds On Activity</p> <p><b>Action</b></p> <p>Appendix 1-1: Text Forms &amp; Stylistic Devices</p> <p>Sample texts provided with lesson</p> <p>Handout 1-2: Responding to the Text</p> <p><b>Consolidation</b></p> <p>Handout 1-3: Critical Questions for Exploring Texts</p>
<h2>Instructional Strategies</h2>		
<p><b>This lesson is built around Gradual Release of Responsibility</b></p> <p><b>In GRR, four things should happen in every lesson, every day. These four things can happen in any order:</b></p>		



**Quality Indicator 1- Complexity of Task:** *The task is a novel application of a grade-level appropriate concept and is designed so that the outcome is not guaranteed (a chance for productive failure exists).*

**Quality Indicator 2 - Joint attention to tasks or materials** *Students are interacting with one another to build each other's knowledge. Outward indicators include body language and movement associated with meaningful conversations, and shared visual gaze on materials.*

**Quality Indicator 3 - Argumentation not arguing:** *Student use accountable talk to persuade, provide evidence, ask questions of one another, and disagree without being disagreeable.*

**Quality Indicator 4 - Language support:** *Written, verbal, teacher, and peer supports are available to boost academic language usage.*

**Quality Indicator 5 - Grouping:** *Small groups of 2-5 students are purposefully constructed to maximize individual strengths without magnifying areas of needs (heterogeneous grouping).*

**Quality Indicator 6 - Teacher role:** *What the teacher is doing while productive group work is occurring – monitoring comprehension and application.*

**Sources:** *Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility* by Douglas Fisher and Nancy Frey  
<http://www.fisherandfrey.com/>

### Minds On

- ♦ Establishing a positive learning environment
- ♦ Connecting to prior learning and/or experiences
- ♦ Setting the context for learning

### Lesson Description

### Notes to teacher:

**The teacher will post this purpose statement for the lesson and may wish to redirect students attention to it throughout the lesson:**

- To examine how individually we connect texts that we read, view, and/or hear to our own experiences and create a new understanding of a concept.
- To consider the ways in which every individual has a unique experience when they read/ view/ hear text because of these experiences.
- Consider how authors convey a message about a common topic and how these messages can be universally understood.

(approximately 10 minutes)

### Individual and Collaborative

This Minds On activity provides students with an opportunity to connect information already learned or experienced and relate it to new information in a text in order to deepen understanding of text(s) they will be reading/ viewing/ hearing in this and subsequent lessons. It also allows the teacher to observe where there are gaps in student knowledge/ schema.

1. Write the following words on the board for students to copy or provide them with a photocopy of **Handout 1-1: Minds On Activity**. Have students think on their own silently for a few minutes and record their own ideas:

#1 How would you rank your **personal** understanding of the following concepts?  
(1 = no understanding, 10 = excellent understanding)

- Wealth/ affluence
- Poverty
- Personal Finances
- Family Finances
- Money

#2 From where do people generally derive an understanding of concepts such as these?

2. Move students into small groups of 3 or 4 students so that they can discuss their responses to question #2.

### Whole Group

3. Ask students to share some of the things that they heard in their group discussion.
4. Ask students to share their responses to this prompt:
  - At what point should individuals take responsibility for personal finances and financial decisions?

### Handout 1-1: Minds On Activity

1. How would you rank your **personal** understanding of the following concepts?

	No understanding										Excellent understanding
Wealth/ affluence	1	2	3	4	5	6	7	8	9	10	
Poverty	1	2	3	4	5	6	7	8	9	10	
Personal Finances	1	2	3	4	5	6	7	8	9	10	
Family Finances	1	2	3	4	5	6	7	8	9	10	
Money	1	2	3	4	5	6	7	8	9	10	

Think about it...

2. From where do people generally derive an understanding of concepts such as these?



### Assessment for learning

The minds on activity provides teacher with an opportunity to assess students background knowledge regarding financial literacy terminology and also whether students are placing value on their own background knowledge. This will help when identifying students who might not realize that making connections when reading and viewing texts involves acknowledging that they have valuable background knowledge which they draw upon, and also that each reader experiences text differently because of this personal schema.

## Action

- ♦ Introducing new learning or extending/reinforcing prior learning
- ♦ Providing opportunities for practice and application of learning (guided → independent)

### Lesson Description

### Notes to teacher:

#### Guided Instruction

In the Guided Instruction portion of this lesson, the teacher helps students to access the background knowledge/ schema they already have related to the **tools writers use to craft a message**.

1. Begin by defining **text form**, **stylistic devices**, and **author's purpose**. Possible definitions:

**Text form:** a category of type of text that has certain defining characteristics (e.g. short story, documentary, news report, letter)

**Literary device/ Stylistic device:** technique used by an author to create a desired effect

**Author's purpose:** the end goal or desired outcome or impact which an author/ creator intends (e.g. to persuade, to entertain, to describe)

2. With the class, select one text form (e.g. novel, movie, news report) and brainstorm all of the stylistic devices an author might use when working with this text form. (e.g. novel: authors might use... characters, setting, figures of speech, dialogue,

#### Collaborative Learning

3. Next have students, working in pairs, select two text forms (**Appendix 1-1: Text Forms & Stylistic Devices** provides a template for cards which the teacher could use when having pairs select the text forms)

For each of the text forms they choose, ask them to name as many stylistic devices as they can think of that authors might use with as they create in these forms.

4. Provide the pairs with an opportunity to join

### Appendix 1-1: Text Forms & Stylistic Devices

### Gradual Release of Responsibility



### Teacher Role:

While productive group work is occurring, the teacher circulates to monitor –

- ✓ Comprehension.
- ✓ How students are interacting with one another to build each other's knowledge.
- ✓ Body language and movement associated with meaningful conversations, and shared visual gaze on materials.
- ✓ Students are using accountable talk to persuade, provide evidence, ask questions of one another, and disagree,

another pair and share their lists and also add any new ideas the group can come up with.

### Independent

- Included with this lesson are a variety of short texts related to the depiction of money, poverty and wealth. Teachers may also wish to supplement these texts with others they find from anthologies, newspapers, digital sources, etc.
- Have students select one (or more) of the texts to read independently and then complete **Handout 1-2: Responding to the Text**.

without being disagreeable.



### Differentiated Instruction

Using a variety of texts from which students can select the one(s) they want to read/ view is a way to differentiate instruction based on personal interest. Another option would be to read one text together as a class, and then model the responses to the text. Then allow students to find their own texts or choose from the ones you provide.

### Sample texts provided with lesson:

- Text 1** – “A Rupee Earned” folktale
- Text 2** – “True Money Tree” folktale
- Text 3** – “A Rupee Earned” short story
- Text 4** – “Inhospitability Industry” photo essay
- Text 5** – “Middle Class Moral Vacuum” newspaper article
- Text 6** – “Unseemly how eager some are” newspaper article
- Text 7** – “Caring for Parents” – website article

### Handout 1-2: Responding to the Text

Handout 1-2: Responding to the Text

Text Analysis and Evaluation

Text 1: \_\_\_\_\_

Text 2: \_\_\_\_\_

Author's Message: \_\_\_\_\_

Reader's Response: \_\_\_\_\_

### A for L Assessment for learning

Teachers are encouraged to provide the students with descriptive feedback for their responses based on the specific criteria generated by the class,



## Consolidation

- ♦ Providing opportunities for consolidation and reflection
- ♦ Helping students demonstrate what they have learned

### Components of Consolidation:

- discussion of student work
- teaching emphasis
- highlights and summary (What did you learn?) Teacher records students' thinking on chart and this is the beginning of co-constructing success criteria
- independent or further guided practice

## Think Pair Share

1. Have students think on their own first, and then share with a peer, a response to this question:

a) What did you learn from reading/viewing the text(s) about

- Wealth/ affluence
- Poverty
- Personal Finances
- Family Finances
- Money?

b) If you wanted to convey a message about one of these topics to an audience which you could choose, in a form you could also choose, what might be your message, audience, and text form?

2. Provide students with a opportunity to share their responses to **part b** of this question with the rest of the class.

## Critical Challenge:

This Critical Challenge provides students with an opportunity to reflect on the texts they have read/viewed as part of this lesson while transitioning to lesson 3 where they will be looking at a National Film Board resource *GDP: Measuring the Human Side of the Canadian Economic Crisis*

1. Put students of groups of 3 or 4 – ideally students in these groups will have read different texts. Have them briefly summarize one of the texts they read/ viewed and share what they identified as the author's message.

## Handout 1-3: Critical Questions for Exploring Texts

Handout 1-3: Critical Questions for Exploring Texts

CRITICAL QUESTIONS FOR EXPLORING TEXTS	
<p><b>DISSEMINATION:</b></p> <ul style="list-style-type: none"> <li>Who knows in the text? Who is silent? Why?</li> <li>Where does a text and where not? Why?</li> <li>How does information in the text travel?</li> <li>How might other characters in the text tell it differently? Why?</li> <li>How are characters represented? How are names distributed? What reveals do these characters have?</li> <li>If you knew about every individual people who were from reading the text what could you know about them? What from the perspective of one gender, race, age and class? How does a representation of characters of the other gender?</li> <li>If there is a main protagonist, what is the attitude toward the female characters in the text? How is the subject?</li> <li>How does the text affect our knowledge for text? (How does it affect a female protagonist?)</li> <li>If you are male, what does the text suggest, encourage or discourage of the female protagonist, can you identify? (and vice versa)</li> </ul>	<p><b>Culture and Form:</b></p> <ul style="list-style-type: none"> <li>Who has power (and of what sort) in the text? How?</li> <li>How does the text's structure and shape as its text progress?</li> <li>What dominant social structures are established or reinforced in the text? (e.g., in <i>Death of a Salesman</i>, Arthur Miller reinforces the myth of the American Dream; in <i>1984</i>, Orwell uses and manipulates a setting, class, and an artificial language to create a dystopian world.)</li> <li>To what degree does the text represent an other dimension? (e.g., in <i>1984</i>, Orwell uses and manipulates the setting, class, and an artificial language to create a dystopian world.)</li> <li>How and to what degree are any specific characters, issues related in the text?</li> <li>At what point(s) do characters progress and have difficulty with the prevailing social/cultural/economic order?</li> <li>How do they respond? What affects their action for change? (e.g., in <i>1984</i>, Orwell uses and manipulates the setting, class, and an artificial language to create a dystopian world.)</li> <li>How do characters respond to their own world? What does the text suggest?</li> <li>What does the text suggest, encourage or discourage of the characters in the text that might help us understand their motivations, actions, and change?</li> <li>What additional knowledge might be required to understand social and cultural conditions described in the text?</li> </ul>
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2. Provide groups with a copy of **Handout 1-3: Critical Questions for Exploring Texts.**

On their own first, students should read through the questions and identify the five questions they would like to have asked about the text(s) they just read.

3. Have students share their choices and then as a group, post the five questions from those shared which the group liked the best.

4. Have groups re-write these questions on a 11 x 17" sheet of paper, along with the initials of the people in their group.

5. Post the questions in the classroom so that students have an opportunity to compare their selections to that of other groups, and so that students can reference these questions as they read future texts.

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